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| **Name:** | Karen Martin | **School:** | JCHS |
| **Subject:** | Coordinate Algebra Unit 2 Week 4 | **Week of:** |  |

Jasper County Schools • Secondary Lesson Plan Template

| **Day of the Week:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **Standards**  **GPS/CCGPS**  **ISTE NETS-S** | MCC9‐12.A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.  MCC9‐12.A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.  MCC9‐12.A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.  MCC9‐12.A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.  MCC9‐12.A.REI.12 Graph the solutions to a linear inequality in two variables as a half‐plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half‐planes.  MCC9‐12.A.REI.12 Graph the solutions to a linear inequality in two variables as a half‐plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half‐planes. |  |  |  |  |
| **Essential Question**  *Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence… Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers” (106)* | Which method is appropriate for you to use to solve a system. | Which method is appropriate for you to use to solve a system | Which method is appropriate for you to use to solve a system | Which method is appropriate for you to use to solve a system | Which method is appropriate for you to use to solve a system |
| **Opening**  *The opening is the “hook ‘n link” component of the lesson. It should provide a “hook” to motivate and a “link” to prior knowledge for students. This activating strategy must support the skill being taught in the lesson. It should align with both the essential question and the comprehension skill.* | Assign to groups base on yesterday's closing. |  |  |  |  |
| **Work Session**  *Examples could include guided lecture, demonstration lecture, collaborative pairs, graphic organizers, games, writing etc.* | Give each group a set of 3 questions and have them prepare a presentation on how to solve their problems. | Continue student presentations | See Performance Task | See Performance Task | Performance Task due |
| **Closing**  *3-2-1, jigsaw, ticket out the door, cheat notes, retelling, journaling, etc.* | Student Presentations |  |  |  |  |
| **TIERED LESSON**  **This lesson is differentiated in (check):**  **According to (check:** | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning |
| **Tier 1** |  |  |  |  |  |
| **Tier 2** |  |  |  |  |  |
| **Tier 3 (if applicable)** |  |  |  |  |  |
| **Assessment (formative)** |  |  |  | Checklist and rubric |  |
| **Assessment (summative, if applicable)** |  |  |  |  |  |
| **Rigor** | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create |
| **Thinking Maps** | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble |
| **Homework** |  |  |  |  |  |
| **Resources** | Computer presentation software | Computer presentation software | Computer presentation software | Computer presentation software | Computer presentation software |

\*\*Each component of this plan may or may not be used every day/week.